
Tools to Plan Support

— Webinar #2 Feb. 8, 2022 —

Brought to you by...



a project
of the



Emma Eccles Jones College of Education & Human Services
Institute for Disability Research, Policy & Practice
UtahStateUniversity.

Why a Webinar Series on Person-Centered Planning?

- Want to connect waitlist families to resources and support OUTSIDE DSPD that can be accessed while waiting
- Provide information and practice on Person-Centered Planning, as it is a core element for those receiving DSPD services
- Focused on the needs and wants of the person
- Allows control over their own life by directing the process to the extent they can
- Shown to have positive outcomes

Person-Centered Planning Tools for Support

- *One-Page Profile*
- **Charting the LifeCourse tools**
 - **Life Trajectory**
 - **Life Domain Vision Tool**
 - Integrated Supports Star
 - Tool for Supported Decision-Making
- Relationship Map
- Good Day/Bad Day

Webinar Series Format

- Webinar to provide information
- 2 weeks later - Drop-in Session to get questions answered, 1:1 support, etc.
- 4 Total Webinars
- 4 Drop-in Sessions
- Option to continue after 4 planned sessions
- Upcoming Drop-In: February 22 6:30-7:30 PM
- Future Webinar Dates
 - March 8 with a drop-in March 22
 - April 12 with a drop-in on April 26

One-Page Profile

- Templates can be found online and the DSPD Person-Centered Planning page
- Can use written words, pictures, icons, symbols
- Can be used multiple ways

The image shows a template for a 'One-Page Profile' form. It is designed with a light green border and a white background. The form is divided into four main sections, each with a teal header bar and a large white box for content. The first section, 'My One-Page Profile', includes fields for 'Your Name Here' and 'Age and Occupation', and a dashed box for a photo. The second section, 'What people appreciate about me', is a large empty box. The third section, 'What is important to me', is also a large empty box. The fourth section, 'How to support me', is a large empty box. The form is presented within a light gray frame.

My One-Page Profile


Your Name Here Age and Occupation

What people appreciate about me

What is important to me

How to support me

One-Page Profile Examples



The Manchester Grammar School
Founded 1515

If I were to ask a friend they would say this about me

I am **hard working, organised** and **motivated**, and this helps me do well in my work. Outside of the curriculum, I am **sporty**, getting involved in many after school clubs, and **reliable**. I am also **confident** in my abilities.

Name Alan Manford

Form

What's important to me

- If I set out to do something, I will look at doing everything possible to **achieve** it
- The more **exercise** I do the better, so I try to do at least 2 sports clubs after school (e.g. harriers, hockey)
- I always want **good grades**, so I will revise hard and work hard for all tests and homeworks
- I like having **fun** in the day, and look to have a good time in my lessons
- I try to get involved in as many **extra-curricular activities** as possible, such as music and sport (e.g. I play piano and am doing Young Enterprise this year)

I may need support with

- I work best when **challenged**, so don't just let me get by doing nothing, and push me to do more
- Give me as many **opportunities to do sport** as possible, since I feel better and achieve more afterwards
- Always try to **question what I say**, so I can find better ways of doing things, and know for the future that this is the best way to do it




WHAT PEOPLE LIKE AND ADMIRE ABOUT ME...

- Always happy
- Warm and gentle
- Complimentary and observant
- Stylish
- Appreciative
- Caring and thoughtful
- Helpful

WHAT'S IMPORTANT TO ME...?

Seeing my brother Dennis and his family most weekends. I love it when they visit me at my flat and we enjoy a chat and sometimes a meal.

Being part of the at Bradbury Court. I have lived here for over 10 years and know all my neighbours and the staff and consider them my friends and family.

Spending time with my great friend Alan. We eat together most days.

Chatting daily with Lisa and Michelle who also live at Bradbury Court.

Watching my soaps on my 50" screen TV (not Eastenders). I don't like it when they are cancelled for the football!!!!

I love shopping for clothes, especially when I am complemented on my outfits. I shop at least once a month and love a bargain.

Baking and cooking, especially with Tony in the eveninas.

HOW BEST TO SUPPORT ME...?

I am very chatty, especially first thing in the morning when I wake up. Let me know if you need me to be quiet while you concentrate on a task and I'll wait until you finish what you are doing. I may need reminding again.

When I am half way through my cup of tea, I like it to be topped up with hot water. I detest luke warm drinks.

I must to know what I am doing or if arrangements have changed, such as if my day centre outing has been cancelled due to an appointment. Don't spring it on me at the last minute or I will feel quietly disappointed. Know that I am very easy going and will never complain, especially if I don't know you well. Don't ask me how I am, ask me more specific questions such as, "is your back hurting today?"

Remind me not to forget to buy my TV magazine when I go for my weekly grocery shop on either Tuesdays or Thursdays.

Involve me in all household tasks. It might take me a while, but I love to be involved, especially

Charting the LifeCourse Overview

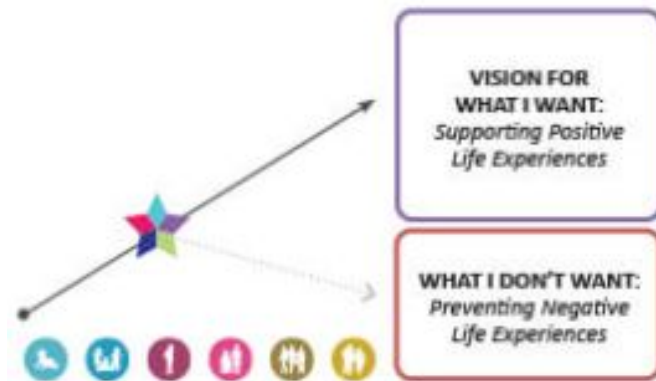
LifeCourse Framework

Our Core Belief: All people have the right to live, love, work, play, and pursue their own life aspirations.



- Focuses on ALL people
- Within the context of family and community
- Across the lifespan and life domains
- Achieving life outcomes
- Integrated services and support
- www.lifecoursetools.com

Trajectory to a Good Life



Charting the LifeCourse

Trajectory Worksheet


Two Versions

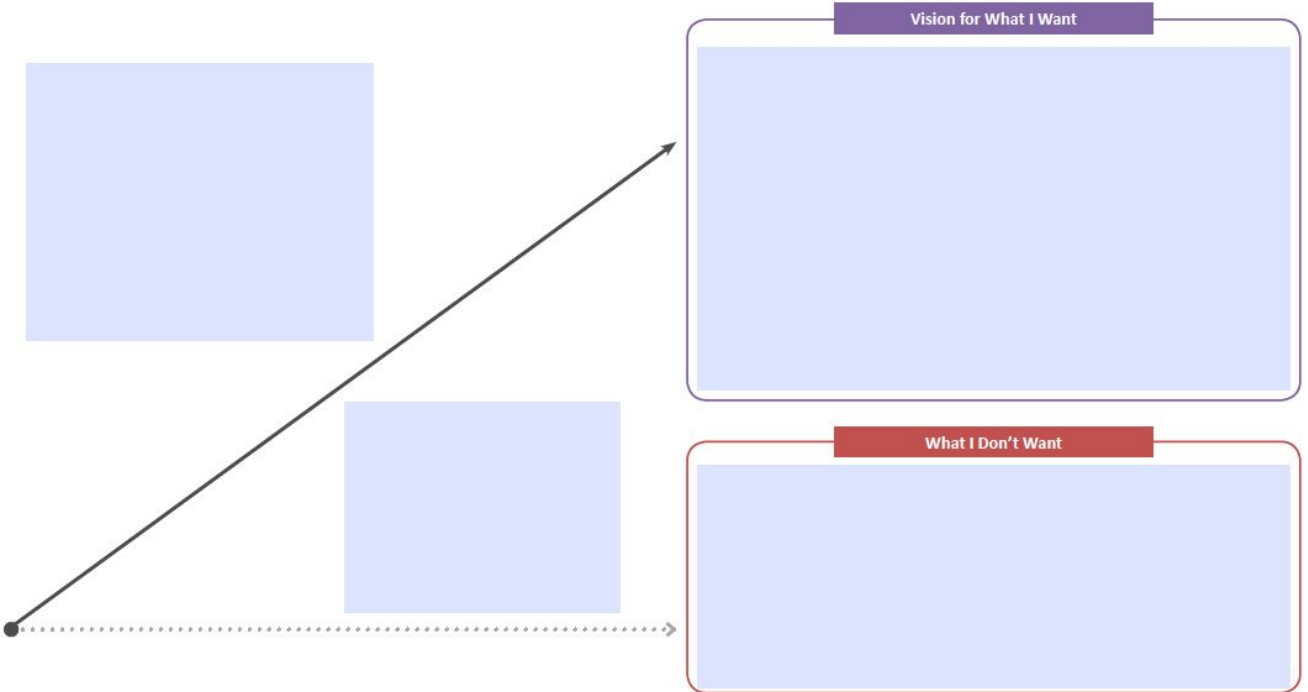
- For Exploring
- For Planning

Two Options for each

- Individual
 - Family
-

Trajectory Worksheet for Exploring

 LIFE TRAJECTORY | EXPLORING



The diagram illustrates a life trajectory starting from a black dot at the bottom left. A solid black arrow points diagonally upwards and to the right, ending at the top-right corner of a large light blue box. A horizontal dotted arrow points from the starting dot to the bottom-left corner of the same large box. To the left of the main trajectory, there are two smaller light blue boxes: one in the upper left and one in the lower right. To the right of the main trajectory, there are two large light blue boxes stacked vertically. The top box is labeled 'Vision for What I Want' in a purple header, and the bottom box is labeled 'What I Don't Want' in a red header.

Vision for What I Want

What I Don't Want

Trajectory Worksheet for Planning

The diagram is a worksheet for planning, titled "Trajectory Worksheet for Planning". It features a central circular node with four arrows pointing outwards to four rectangular boxes. The top-left box is titled "Past Life Experiences" and contains two sub-sections: "List past life experiences and events that have supported your vision for a good life" and "List past life experiences that pushed your trajectory toward things you don't want". The top-right box is titled "Moving Forward" and contains two sub-sections: "List current or future life experiences or goals that will continue to support your good life vision" and "List things to avoid that could keep you from your good life vision or lead to what you don't want". The bottom-right box is titled "Vision for What I Want" and contains the instruction "List what you want your 'GOOD LIFE' to look like". The bottom-left box is titled "What I Don't Want" and contains the instruction "List the things you don't want or what is NOT a 'good life'". The central node is a small circle with a square inside it. Arrows point from the top-left box to the top-right box, from the bottom-left box to the bottom-right box, and from the central node to the top-right box. There are also arrows pointing from the top-left box to the bottom-left box and from the top-right box to the bottom-right box.

Past Life Experiences
List past life experiences and events that have supported your vision for a good life

Moving Forward
List current or future life experiences or goals that will continue to support your good life vision

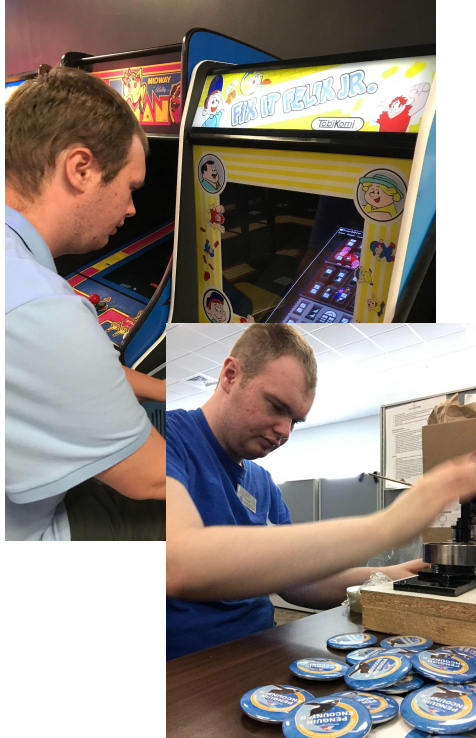
Vision for What I Want
List what you want your "GOOD LIFE" to look like

What I Don't Want
List the things you don't want or what is NOT a "good life"

Ways to Use the Trajectory

- Use pictures, symbols, icons, etc. instead of words
- Start with what you DON'T want
- Consider it across life stages
- Use it to show the impact of decisions
- Use to train (remind) caregivers of what the desired outcome(s) is
- Can be for any time frame - vision of a great day, week, month, etc.
- Create a family vision
- Use it for one life domain - ex. daily living and employment
- Use it to inform the IEP

Sample Vision of a Good Life



Vision for What I Want

List what you want your "GOOD LIFE" to look like

Movies - I want to watch them in theaters, and own them, and talk about them

Be in charge of my life

People that help support me

Challenges and trying new things

Have a job and volunteer - things to do with my time

Have my own space

Be around my family and have time with my family.

Go to Disneyland AND Disneyworld AND Universal Studios Orlando in 2021

FOOD! - Eat out at fast food places and restaurants, pizza, cheeseburgers, french fries, Coke, cheese puffs/its/rips, chocolate chip cookies.



What I Don't Want

List the things you don't want or what is NOT a "good life"

Not feel like a little kid

Constantly changing routines and schedules

Bossy people

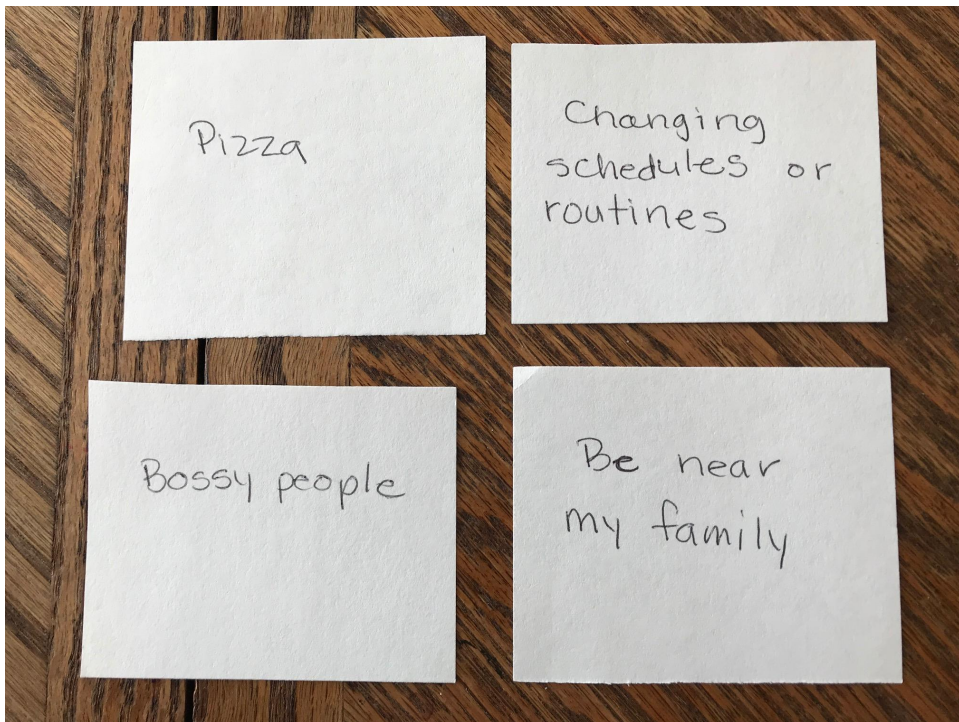
Loud places

To have to do things I don't want to do

Having to go places I don't want to because I can't stay home alone.

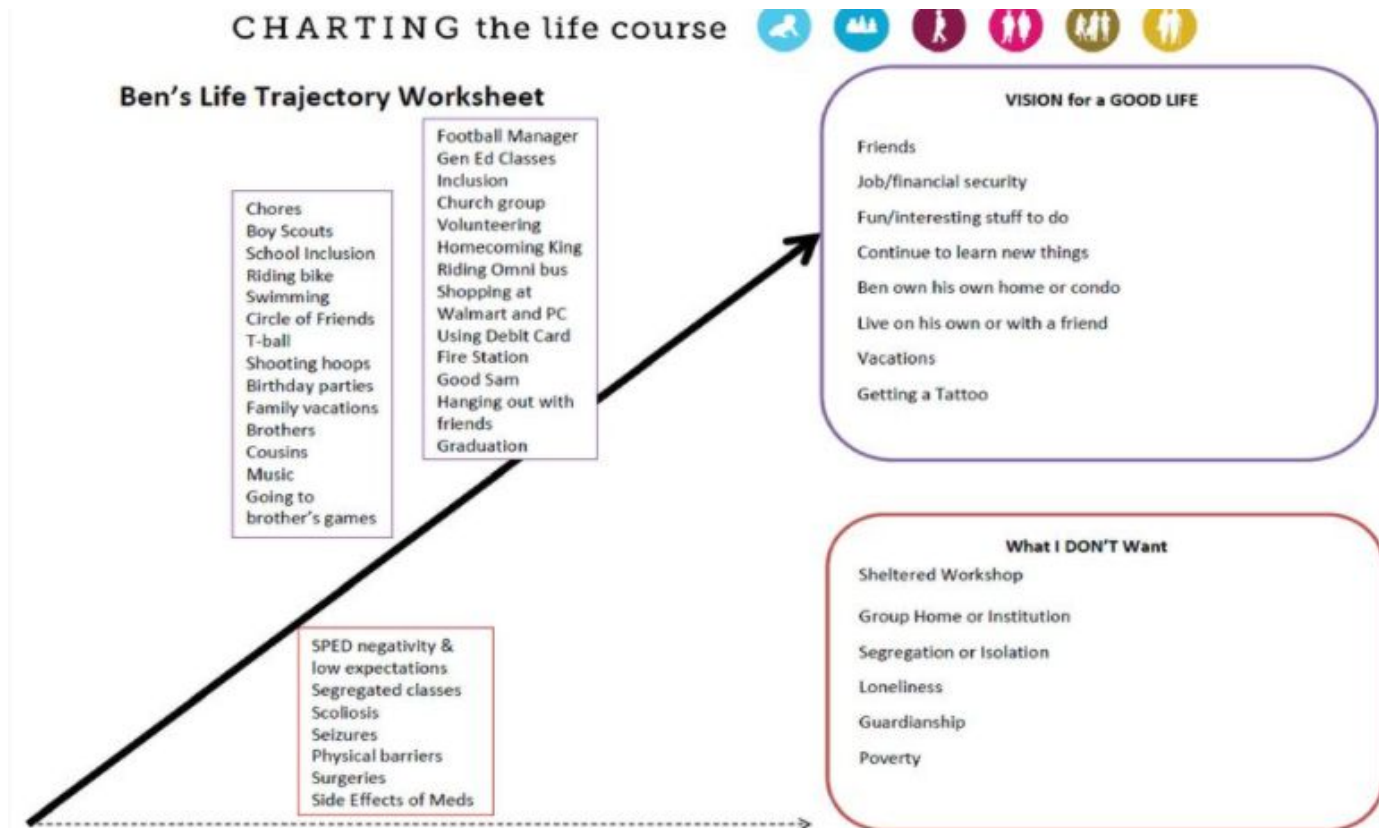


Vision via Choice Cards

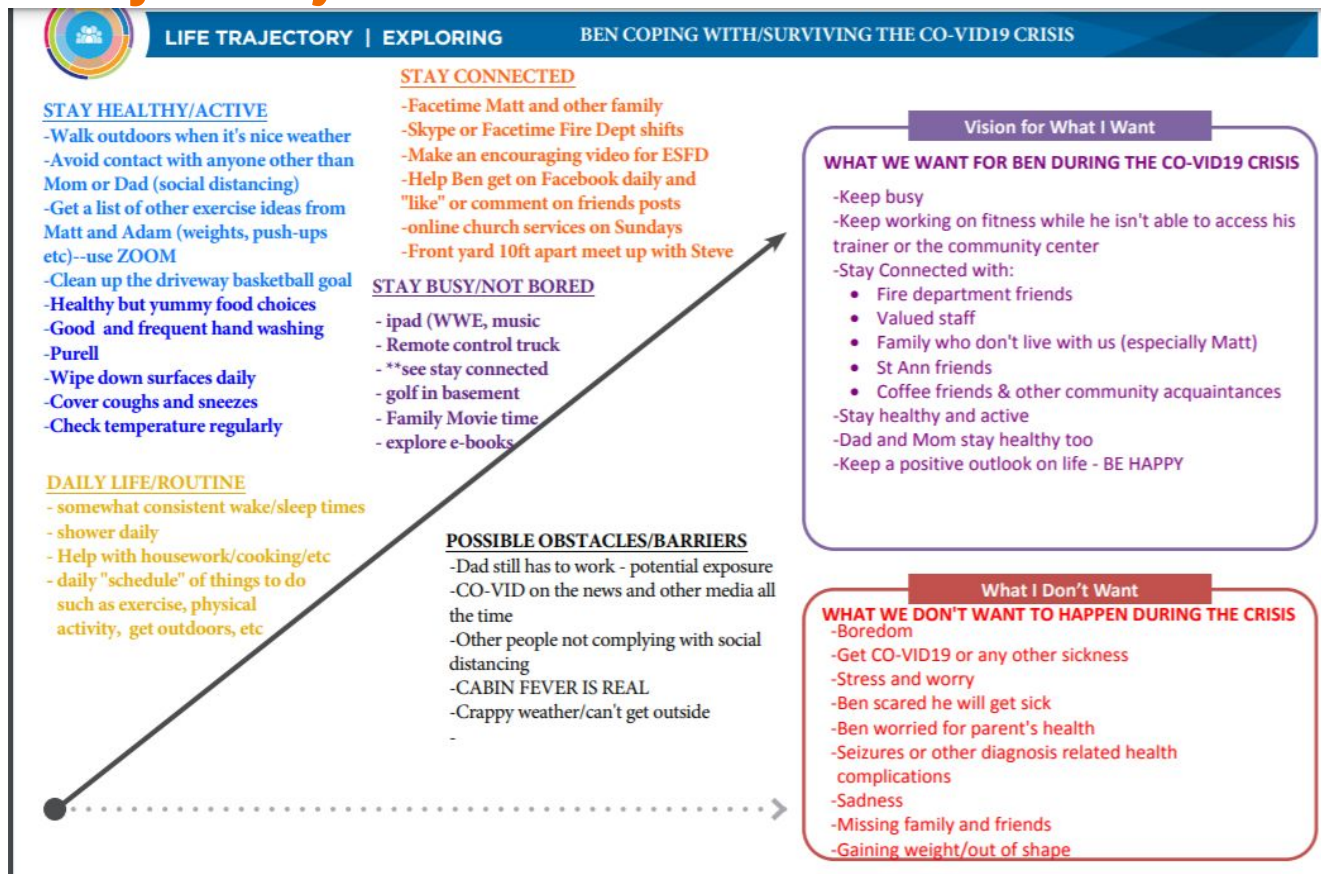


- Things I want in my life
- Things I don't want in my life
- Things I'm not sure about
- Things I want to learn

Sample Trajectory



Sample Trajectory



Sample Trajectory

Life Trajectory Worksheet: Good Life - Family Perspective

Things that happened in the past that helped them get closer to good life goals
What are some things that helped my family member prepare for or move closer to the good life vision?

- Participating in Gen Ed classes and after school programs
- Immediate consequences for his actions/learning accountability
- Having chores and feeling successful
- Having opportunities to make his own choices
- Finding different ways to help him learn
- Riding the Regular Ed bus with his brother and later by himself

Things I would like my family member to work on to move toward good life goals
What are some specific next steps I would suggest for my family member? How could I help them?

- Give him time to warm up to new people
- Help others learn to have patience with him and give him time to communicate in his own way
- Help him know what is expected of him in various situations
- Help him have a routine
- Figure out how he can start to get summer work experiences
- Increased responsibility

MY VISION

MY VISION FOR MY FAMILY MEMBER'S GOOD LIFE
*What do I think my family member's good life should look like?
What would make them happy or give their life meaning?*

- I want him to have friends
- Be able to play sports, especially basketball
- I want him to be happy and healthy
- Have stable and gainful employment when he is an adult
- To have real choice in adult living situations
- Able to negotiate transportation in his community
- To know how to stay safe
- Have a loving relationship/his own family
- Feeling of accomplishment
- Belonging and acceptance

DISLIKES

WHAT I DON'T WANT FOR MY FAMILY MEMBER'S LIFE
*What would make my family member unhappy in life?
What are the things I don't want to see happen to them in their life?*

- No employment or a sheltered workshop
- Group home/no choice in where to live or with who
- Predetermined schedules/no choice
- Unhealthy/sickness
- Dependence on only paid supports
- Loneliness
- Boredom
- Being controlled or having choices made for him

Things that might keep my family member from getting their good life?
What are barriers or what might get in the way of my family member taking steps to reach their good life goals?

- People's negative assumptions about his abilities
- Always having a caregiver or aide looking over his shoulder (no fading of support)
- People being over-protective
-

Things that happened in the past that pushed away from good life/job goals
What has happened in the past that has led my family member's path in a direction they didn't want or I didn't want them to go?

- People having low expectations
- Learned helplessness/dependency
- Riding the Special Ed bus
- Having no accountability for his actions
- Being segregated and secluded
- Not being given enough time to warm up to a situation before it was abandoned
- Not being allowed to take risks in order to learn

Peyton
Age 13

Check In and Challenge

- How do you envision using the Life Trajectory Worksheet with your loved one?
- What concerns do you have about filling it out?
- How could a Life Trajectory Worksheet help your loved one?

Challenge: Complete a Life Trajectory with your loved one.

Charting the LifeCourse

Life Domain Vision Tool

Domains include:

- Daily Life & Employment
 - Community Living
 - Healthy Living
 - Safety & Security
 - Social & Spirituality
 - Advocacy & Engagement
 - PLUS
 - Supports for Family
 - Supports and Services
-





Life Domain Vision Tool




LIFE DOMAIN VISION TOOL | INDIVIDUAL

Name of Person Completing: _____ Date: _____

On Behalf of: _____

LIFE DOMAIN	DESCRIPTION	MY VISION FOR MY FUTURE	PRIORITY
	Daily Life & Employment: What do I think I will do or want to do during the day in my adult life? What kind of job or career would I like?		
	Community Living: Where would I like to live in my adult life? Will I live alone or with someone else?		
	Social & Spirituality: How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?		
	Healthy Living: How will I live a healthy lifestyle and manage health care supports in my adult life?		

	Safety & Security: How will I stay safe from financial, emotional, physical or sexual harm in my adult life?		
	Advocacy & Engagement: What kind of valued roles and responsibilities do I or will I have, and how can I have control of how my own life is lived?		
	Supports for Family: How do I want my family to still be involved and engaged in my adult life?		
	Supports & Services: What support will I need to live as independently as possible in my adult life, and where will my supports come from?		



Sample Life Domain Vision Tool - top





CHARTING the LifeCourse




Life Domain Vision Tool: Family Perspective


LIFE DOMAIN		My Vision for My Future	priority
 Daily Life Employment	What do I think my family member will do during the day in his/her adult life? What kind of job/career might they have?	I would like Sarah to work in a job that she enjoys, where she has co-workers who are supportive and friendly –not “taking care of her,” but really letting her be part of the team. I think working full time may be too tiring for her.	
 Community Living	Where and with whom do I think my family member will live in his/her adult life?	I would like Sarah to live in a home or apartment with her future husband, hopefully somewhere relatively close to me or to mom/dad in case of emergency.	
 Social & Spirituality	How do I think my family member will connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?	I want Sarah to find a group of friends who enjoy similar things – maybe a horse riding group, or a church Bible Study.	1
 Healthy Living	How do I think my family member will live a healthy lifestyle and manage health care supports in his/her adult life?	Sarah should learn her medical history a little bit better - she knows some things, but doesn't know the full picture. She is able to distinguish her symptoms. I think eating healthier/exercising would be helpful to her.	2

Sample Life Domain Vision Tool - bottom

 <p>Safety & Security</p>	<p>How do I think my family member will be safe from financial, emotional, physical or sexual harm in adult life?</p>	<p>Sarah has decent boundaries, and does a good job to talk to her family/friends about situations that make her uncomfortable. She tends to think the best of people and be somewhat naïve... we should continue to remind her about being aware of herself and her surroundings, and not trusting people too quickly.</p>	
 <p>Citizenship & Advocacy</p>	<p>How do I think my family member will have valued roles, responsibilities, and control of how his/her own life is lived as an adult?</p>	<p>Sarah is an important member of our family, and has a valued role. I think having opportunities to volunteer and be more connected in the community are important for her to feel greater value/control overall</p>	
 <p>Supports for the Family</p>	<p>What supports do I think our family unit needs now or will need in the future?</p>	<p>Assistance with transportation so that she can go where she wants/when she want; medical oversight for our peace of mind.</p>	3
 <p>Supports and Services for Individual</p>	<p>What do I envision for long term services and supports for my family member in the future?</p>	<p>I think she has a pretty integrated support system now... but I would like to do a trajectory with Sarah to make sure we are all working toward the same vision.</p>	

Sample Life Domain Vision Tool by Domain

 <p>Daily Life Employment</p>	<p>What do I think I will do/want to do during the day in my adult life? What kind of job/career might I like?</p>	<p>I want to have a job and make money. We would like to see him working in a job he enjoys.</p>
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 <p>Community Living</p>	<p>Where would I like to live in my adult life? Will I live alone or with someone else?</p>	<p>I want to live where my favorite football teams play. I think I will continue to live with my parents. We would like to explore having a basement apartment for him.</p>
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Sample Life Domain Vision Tool by Domain cont.



Social & Spirituality

How will I connect with spiritual and leisure activities, and have friendships and relationships in my adult life?

I don't know.

We hope he can have friendships through work and community activities. He makes friends easily. He will most likely need support from us or others in maintaining friendships and finding community activities to engage in.



Healthy Living

How will I live a healthy lifestyle and manage health care supports in my adult life?

My mom or wife will do it for me. I will make sure I shower everyday. He needs to learn more about his medical conditions and medications he takes. We are working on teaching the importance of his medications and avoiding food allergies. We are also making sure he is involved in all of his medical appointments and helping to make decisions in his care.

Sample Life Domain Vision Tool by Domain cont.



Safety & Security

How will I stay safe from financial, emotional, physical or sexual harm in my adult life?

I have no idea.

At this time we think we will obtain limited guardianship to help in these matters. He is easily exploited and does not understand money. He also is very immature emotionally and needs a lot of support. He will need supports to help him navigate all of these areas. We are not sure what will happen when we are no longer able to support him.



Citizenship & Advocacy

What kind of valued roles and responsibilities do/will I have, and how do/will I have control of how my own life is lived?

I will make decisions.

We are working on teaching him about roles and responsibilities in our home. We focus on having him make as many decisions as possible and involve him in decisions that affect him. We talk about why certain decisions are made and the possible consequences of decisions.

Sample Life Domain Vision Tool by Domain cont.



**Supports
for Family**

How do I want my family to still be involved and engaged in my adult life?

I want my parents to see me all the time. We would like him to still be involved with us and our extended family. We are working on nurturing relationships to help him have the support and relationships he will need.



**Supports &
Services**

What support will I need to live as independently as possible in my adult life, and where will my supports come from?

I don't know. He will need someone to help guide him in all of his supports. Right now we don't have a plan when we are no longer able to provide that support. We are hoping family will be able to offer supports in the future but no one has been identified at this time. He does have DSPD services which will be helpful in providing supports. We are hoping this will continue to evolve as he grows, but know it needs to be a priority.

Developmental Disability-Specific Life Domain Ideas

	 Daily Life & Employment	 Community Living	 Healthy Living	 Safety & Security	 Social & Spirituality	 Advocacy & Engagement	 Supports to Families	 Integrated Supports
Innovative Life Options	New ideas; things that someone has tried, and you replicate or adapt for your own needs; things that haven't been thought of yet or tried.							
	<ul style="list-style-type: none"> • Micro-enterprises • Careers • Competitive employment • College or tech school • Supported employment • Job coaches • Volunteering • Inclusive college programs • Online classes or training 	<ul style="list-style-type: none"> • Co-ops • Adapted living space • Environmental technology • Shared living/ host family • Companion living • Public transportation • Home ownership • Independent Living Center 	<ul style="list-style-type: none"> • Gym membership • Community Health Centers • Health fairs • Family practice providers • In-home or community based therapies • Family member or school staff implements therapy • Tele-Medicine • Personal fitness devices or apps 	<ul style="list-style-type: none"> • Supported decision making • Limited/ joint bank account, automatic bill pay, personal contract, agency agreement • Personal contract/agency agreement • Personal safety devices • Remote monitoring • Special Needs Trust • Abuse/neglect hotlines 	<ul style="list-style-type: none"> • Friendships • Dating/ relationships • Parks and Recreation • Inclusive faith community • Service/social club/groups • Special Olympics • Line passes • Social groups • Video chat or calls 	<ul style="list-style-type: none"> • Voting • Neighborhood group or organization • Self-Determination • Visiting your legislator • Self-Advocacy groups • Advocacy training • Legislative advocacy events 	<ul style="list-style-type: none"> • Social Media • Technology • Blogs • Family & friends • Parent-to-parent/Peer Support • Face-to-face support groups • Online Support Groups • Sib-shops • Sibling networks 	<ul style="list-style-type: none"> • Exchange networks • Time banks • Human service co-ops • General education • Self-Directed Supports • \$\$ follows the person • Technology/ Doorbell or home security camera • Able Accounts
Traditional Life Options	<ul style="list-style-type: none"> • Sheltered workshops • Day habilitation • Work Crews or Enclaves 	<ul style="list-style-type: none"> • Institutions • Intermediate Care Facility (ICF) • Group Homes • Independent Supported Living (ISL) 	<ul style="list-style-type: none"> • Center-based therapies (PT,OT, Speech,etc) • Specialized or institutional medical care 	<ul style="list-style-type: none"> • Full or limited-guardianship • 24 hour paid staff and supervision 	<ul style="list-style-type: none"> • Separate or special church service • Special group outings & activities 	<ul style="list-style-type: none"> • Paid advocate or having someone else advocate on your behalf 	<ul style="list-style-type: none"> • Institution or center based support group • Intensive all-day parent training • Disability specific groups 	<ul style="list-style-type: none"> • Systems supports only • Provider and agency staff

Check In and Challenge

- How might the Life Domain Vision Tool help you and your loved one?
- What concerns do you have about filling it out?

Challenge: Complete a Life Domain Vision Tool with your loved one.

Questions?



DSPD Intake Information

Explanation of the DSPD intake process and link to apply online available at: <https://dspd.utah.gov/intake-process/>

or call 1-844-275-3773 and choose the "Apply for Services" option to speak with an intake worker

*Spanish speaking intake workers are available

Coming Up ...

Drop in Session - February 22, 2022 from 6:30-7:30 pm via ZOOM

Next Webinar - March 8 with a drop-in March 22

For questions on Charting the LifeCourse tools:

Contact Lisa Wade (801) 272-1051 lisa@utahparentcenter.org or

Aubrey Snyder aubrey.snyder@usu.edu